ISSN 2278-8808 SJIF 2014 = 4.889
An International Peer Reviewed & Referred
SCHOLARLY RESEARCH JOURNAL
FOR INTERDISCIPLINARY STUDIES

A STUDY OF REDUCING MISBEHAVIOUR OF THE B. ED STUDENTS THROUGH ROLE PLAY INNOVATIVE TECHNIQUE

Shubha Maheshwari, Ph. D.

Assistant Professor, Department of Pedagogical Sciences Faculty of Education, Dayal Bagh Educational Institute Dayal Bagh Agra.

Abstract

Today's scenario, parenting is a very challenging aspect. There is lots of change in social structure and living standard also. Modernization and globalization has given lots of effect on the parenting .A parent or caretaker who foster a stubborn child and then finds that his own child fails to met their expectations has a real problem .. The study investigated for reducing misbehavior of the B.ED students through role playing innovative technique. Role playing and the creation of its has always been a part of the human life, whether deliberately created or unconsciously performed. (Arson 2014) .Role play always helpful to release the emotions and releasing of the tensions as innovative wa. (Goffman .E 1969).This study was confined only to the 30 problem arising students from only B. Ed. English medium section , Faculty of Education ,Dayal Bagh educational Institute ,Agra. These were selected by respected institute professors as there students showed the seriousness of the behavior. Purposive sampling method was used for section of sample. Free talk, discussion, interactive sessions and general talks were used for tool of the study. Most important of the all findings was that while having causal talk with these students, the investigator came to know some of these were anxiety strikes for one reason to another. All psychologists are agree to accept the role play method are very useful and important for modification of behavior .Creative role play does not require any particular stage and any equipment or expensive item s. Creative role play can be done without any preparation and extra efforts . In summary, role play is good therapy and greatest potential for learning .Role play has vital role in education and .Changing psychological behavior pattern among student in school and home.In Real manner, investigator received some encouragement and sup, some support from the head of the institution and cultural club coordinator and all staff members, yet, at the same time some negativity amongst the staff also could be smelt. There

seemed to be concern about to time spent on the experimentation programme, taken from another curriculum area.

Key Words: *Parenting, Modernization, Psychological Behavior Pattern, Experimentation*

INTRODUCTION: Today's scenario, parenting is a very challenging aspect. There is lots of change in social structure and living standard also. Modernization and globalization has given lots of effect on the parenting .A parent or caretaker who foster a stubborn child and then finds that his own child fails to met their expectations has a real problem .**Cummings, Davies, and Campbell (2000**) defined two dimensions of parenting behavior: (1) the quality of the emotional relationships (e.g., acceptance, warmth, and nurturance) between parents and children, and (2) the degree of control utilized, including both behavioral (e.g., discipline practices, child management strategies) and psychological (e.g., control through guilt) dimensions. **Shamir, Schudlich, and Cummings (2001)** stated that the quality of the parental relationship affects the experiences of the child(ren) being parented, because children are continuously exposed to marital interactions, whether positive or negative.At hand ;and more so for the teachers in the schools .The rigid behavior of the child ,particularly in the period of adolescent(such as too much rigidity or aggression causes anxiety not only for parents but too the school authorities too .The seriousness of such problems made the investigator feel very strongly to find a way for reducing the misbehavior of these B.Ed students and thereby to find a solution to the current problem through the innovative technique of role play.

Role playing and the creation of its has always been a part of the human life, whether deliberately created or unconsciously performed .Role play always helpful to release the emotions and releasing of the tensions. It creates the more images in the mind which are not fulfilling by their own imaginations. Role play always manages to bring out the hidden talents .Fro these powerful instruments a teacher changes a behavior of the student. Role play is a powerful innovative technique in which students act out problems of human relations and analysis the enactment with the help of the other role play and observers .In classroom, creative role play has got a particular significance in the student all round development. Role playing

involves participants the most fully intellectually, physically, verbally and socially. Role-playing techniques can help in developing and determining the interaction between user and product. In a role-playing technique, designers perform the tasks of the interaction by means of re-enactment. Role-playing is just like theatre acting: by acting out the tasks the user has to perform, you reach a better understanding of the complexity is reached, and different ideas for the interaction can be developed. One of the major advantages of using role-playing is that the entire body is used; this is more like real interaction as compared to using storyboards or scenarios. With role-playing techniques the tangibility of the interaction can be explored, as well as the appearance and attractiveness of elegant movements. Also, by role-playing you can simulate an interaction walk-through.

The very early education of a child begins in play, and role playing is the natural continuation of the play .Through the creative role play the student is encouraged to play in a constructive manner and leads to an understanding and acceptance of the self, it is here, the most important task of the teacher enters in.

In a true manner teacher in indeed most important element in any of the learning processes. In fact, it is he or she who puts the things in proper and sets the stage, and there by determines the whole learning processes. There are various type of misbehavior like lying ,stealing ,cheating in examination ,arguing in bad manner ,disrespecting , constantly bullying others , arrogance ,unnecessary arguing with teachers , not obeying and never paying attention in the class etc. All such above stated things have the way further for any sort of deterioration in moral standards. This serious matter pertaining to the misconduct of the pupils. These students influenced various disciplines of knowledge and various areas of human activity such as sociology, Education, sociology. politics , law , literature , fine arts , art and it's not possible for any person to work single – handedly to encompass this vast field of the study . Hence, one has to concentrate on a small area.

NEED OF THE STUDY –Taking in to the consideration of the above facts, it was the honestly felt by the investigator to conduct a mini experiment for reducing the misbehavior of the problem student and thereby make a sincere effort to cut short the misbehavior through the techniques of

the role play .The study is purely psychological point of view. It aims the discover psychological forces needs, drives, emotions in the personality make up of such problematic students of B. ED.

STATAEMENT OF THE PROBLEM –

To adopt the techniques of role play , which the investigator thought of as most innovative in character the problem under study is stated as follows-

A INNOVATIVE TECHNIQUE TO REDUCE THE MISBEHAVIOUR OF THE B.Ed STUDENTS THROUGH ROLE PLAY TECHNIQUE

SCOPE AND THE LIMITATAIONS OF THE STUDY – The problem arising out of the misbehavior or the abnormal behavior of the student is quite complex and multifaceted and has important implications of almost every aspect of human life, in order to do justice to the problem undertaken, the investigator set the following limitations of the study.

1. Investigator was confined only to the 30 problem arising students from only B. Ed English medium section, Faculty of Education , Dayal Bagh educational Institute ,Agra. These were selected by respected institute professors as there students showed the seriousness of the behavior. All were girls. Twelve of the students were habitual truants, other was too quarrelsome and constant cheaters were in examination. Some were too arrogant and found always arguing to other teachers and always fighter to other submissive students of the class.
2. Only one semester (Jan –april 2015) were utilized for conducting this innovative experiment .
3. This was single group experiment.
4. This was limited only for the English medium section of B,Ed students .
5. This was limited for girl’s students only.

TOOLS USED- For the current innovative device, the following tools were used

1- Free talk with the dean of the faculty of education.

2- Discussions with the respective course teachers

3- Interactive sessions with the parents of these labeled students.

4- General talk with the selected students.

AIMS AND OBJECTIVES NOF THE STUDY –

1-To provide an opportunity for the problem creators in the activity based programmes

2-To help them appreciate and the value the contribution of each in the group.

3- To develop a sense of responsibility.

4-To study the consequences of the innovative schemes launched by the investigator on the professors in the university

5-To trace the effectiveness of role –play on the behavior of the selected problem student and thereby help them to discover value through actual dialogues used in the role playing.

6-To investigate the relationship between anxiety of the problem students and their indiscipline behavior.

7-To promote excellence through cultural awareness.

HYPOTHESES-

1-There is relationship between of the student and undisciplined behavior.

2-There is no significance difference between the student problem creator s and other students as far as intellectual level is concerned

ACTUAL IMPLEMENTATAION- To start with, the investigator used very simple beginning exercise for the development of imagination . These were skipping, hopping , bending chopping . This play activity like diminished their inner fear about future and self consciousness. From the purely physical movements, the investigator suggested to these students that they are walking on the grass and the asked “How does it feels to you?. The investigator then switch to walking on a hard, hot rod in summer.’’ How does it feel now? Was the question asked? Then walking on the muddy, rainy path with mud stacking with the feet . By the end of such imaginative exercises entire group was asked to relax, having fun and willing to go more exercises. The exercises thereafter for furthering their imaginative power .This was purely to stimulate these students .Here the investigator suggested that they are making use of tennis ball ,then a basket ball and then a very large ball such as a such ball. The students experienced a little difficulty shifting to one ball to another and they did have lot fun showing its size and weight as hey threw and caught it. All these imaginary type of games were intact for warming up and the investigator stopped them as soon as the students starting get bored.

Complete month of the March and half month of the April was utilized for the above explained activities .Thereafter, right from the t second week of april , the investigator took these students into the fold of conversation by selecting then topics ,which were as follows :

A. Teacher and disobedient student
B. Kind mother and arrogant daughter
C. The girl caught red handed while pick pocketing
D. Ticketless traveler
E. Misbehavior and disobey of the teacher by the student.

Over and above this, the investigator also provided opportunities to these students to express their moods like – hope, anger ,distress, disappointment ,eagerness etc.

Later on the same students were told to write small – small scripts and were also asked to act as per the roles they themselves have chosen. In the beginning, much reluctance was shown by these students and they expressed their doubts to the investigator about the possibility of writing any script as they all felt that it was a real impossible task , but after much convincing, when , at the initial stage , two out of thirty started scribbling in their note books , other two started writing slowly and then onwards, work preceded very smoothly . all their problematic behavior were diverted to this new techniques .They not only took interest in writing the script , but started discussing about each ones roles . They also thought of which role would suit whom... After the entire dialogues were prepared, the investigator made little changes here and there. Everything being done by them . There was no arrogance and no quarrel or any quarrel or any unpleasant feeling . entire activity became full of divergent and creative thinking .It was indeed surprising to note their imaginative power. They need to recognition and they did best role play in their cultural club activity and three of them were selected for winners and they got prize and certificate of appreciation..

FINDINGS- Through –some of the students out of the selected 30 were very stiff to begin with , they overcame it with by seeing others doing it. This innovative techniques , of role play for reducing the problemematic behavior of the students , gave out many interesting things at end.

1. There ere no difference in the academic achievement of these students of the class. Like unit test, quiz and examination marks were seen by the investigator.

2.The innovative techniques paved the way of diversion of the attention of these students towards the constructive work .

3. To a maximum extent , this innovative techniques was quite successful in making these students realize their misbehavior in school as well as home .

4. Through this innovative technique, few of these students creative potential ability could be noticed.

5.Most important of the all findings was that while having causal talk with these students , the investigator came to know some of these were anxiety strikes for one reason to another. The investigator concluded that there is a significant relationship between the anxiety of the students and their disciplined behavior .

CONCLUDING REMARKS – All psychologists are agree to accept the role play method are very useful and important for modification of behavior .Creative role play does not require ant particular stage and any equipment or expensive item s. Creative role play can be done without any preparation and extra efforts . In summary, role play is good therapy and greatest potential for learning .Role play has vital role in education and .Changing psychological behavior pattern among student in school and home .

In Real manner ,investigator received some encouragement and sup, some support from the head of the institution and cultural club coordinator and all staff members ,yet , at the same time some negativity amongst the staff also could be smelt . There seemed to be concern about to time spent on the experimentation programme , taken from another curriculum areas.

References

Glaser, B. G. and Strauss, A. L. (1967) **The Discovery of Grounded Theory. Strategies for Qualitative Research**, Aldine: Atherton

Goffman, E. (1959, 1969) **The presentation of self in everyday life**, London, Allen Lane; subsequently published 1971, 1990 Penguin, Harmondsworth

Harber, C. (2004) **Schooling as violence. How schools harm pupils and societies,** Routledge Falmer: London and New York

Howard, R. J. (1982) **Three faces of hermeneutics: an introduction to current theories of understanding**, Berkeley, London, University of California Press

Jacko, J., et al. (2002). **The Human-Computer Interaction Handbook: Fundamentals, Evolving Technologies and Emerging Applications**, New York: Erlbaum and Associates.

Jameson, F. (1984) "Postmodernism; or, The Cultural Logic of Late Capitalism" **New Left Review** 146: 53-93

Lacan, J. (1977) **Écrits. A selection**. London: Tavistock/Routlege

Le Corbusier (1927) **Towards a New Architecture**, London, the Architectural Press

Lyotard, J. F. (1984) **The Postmodern Condition: A Report on Knowledge**, Translation from the French by Geoff Bennington and Brian Massumi, foreward by Frederic Jameson, Theory and History of Literature, volume 10, Manchester University Press

Marshall, B. K. (1992) **Teaching the Postmodern. Fiction and Theory**, New York and London, Routledge

Mead, G. H. (1934) **Mind, Self and Society**, university of Chicago Press

Milroy, E. (1982). *Role-play: a practical guide.* Aberdeen: Aberdeen University Press.

Needham, R. (1983) **Against the tranquility of axioms**, Berkeley, University of California Press

Owen, D. (ed.) (1997) **Sociology after postmodernism,** London ; SAGE

Rodriguez, R. J., & White, R. N. (1983). From role play to the real world. In J.W.Oller & P. Richard-Amato (Eds.), *Methods that work: a smorgasbord of ideas for language teachers* (pp. 246-255). Rowley, MA: Newbury House Publishers, Inc.

Saussure, F. de, (1966) **Course in General Linguistics**, ed., C. Bally and A. Sechehaye. Translated by W. Baskin, New York, McGraw-Hill

Savignon, S. Communicative competence: Theory and practice. Second edition. N.Y.: McGraw Hill.

Savignon, S., & Sysoyev, P. (In Press). Sociocultural strategies for a Dialogue of Cultures. *The Modern Language Journal, 86 (4).*

Sayer, A. (1993) **Method in Social Science. A Realist Approach,** London, New York: Routledge

Schostak, J.F. (2002) **Understanding, Designing and Conducting Qualitative Research in Education. Framing the Project**. Open University Press

Schostak, J.F. (2006) **Interviewing and Representation in Qualitative Research Projects**, Open University press

Schostak. J. F. (1999) 'Action Research and the Point Instant of Change' **Educational Action Research Journal,** 7,3

Schutz, A. (1976) **The Phenomenology of the Social World**, tr. G. Walsh and F. Lehnert, London: Heineman

Sciartilli, G. (1983). Canovaccio: cue cards for role-playing. In S. Holden (Ed.),*Second selections from modern English teacher* (pp. 95-97). Harlow: Longman.

Shaw, M.E., Corsini, R.J., Blake, R.R., & Mouton, J.S. (1980). *Role playing: A practical manual for group facilitators*. San Diego, CA: University Associates, Inc.

Strauss, A., and Corbin, J. (1998) **Basics of qualitative research : techniques and procedures for developing grounded theory**, Thousand Oaks, Calif. London

Sysoyev, P.V. (2001a). *Cultural identity in the context of dialogue of cultures.*Tambov: Tambov State University.